

Kathy Cox
State Superintendent of Schools

Georgia's Student Achievement Pyramid of Intervention

March 2007

Karen Faircloth
Georgia Department of Education

We will lead the nation in improving student achievement.

THE BIG PICTURE:

Raising Expectations for Georgia's Children

- **A NEW CURRICULUM**

Georgia Performance Standards

- **NEW TESTS**

- **A HIGHER BAR**

WE WILL LEAD THE NATION IN IMPROVING STUDENT ACHIEVEMENT.

Divisions within the GA-DOE that collaborated to construct this conceptual framework:

- **Career, Technical, and Agricultural Education**
- **Curriculum & Instruction**
- **Exceptional Students**
- **Early Intervention Programs**
- **English to Speakers of Other Languages**
- **Gifted**
- **Innovative Academic Programs**
- **Reading First**
- **Remedial Education Program**
- **School Improvement**
- **Teacher Quality**
- **Title I**

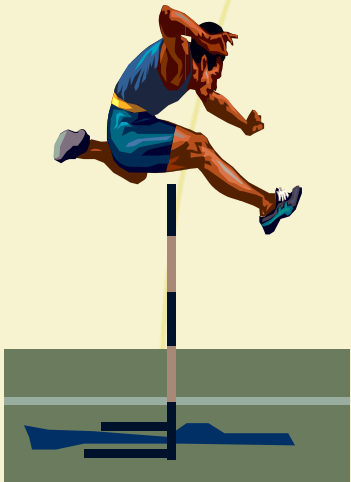
GSS

GAPSS ANALYSIS

IR

GPS

**GEORGIA
SCHOOL
STANDARDS**



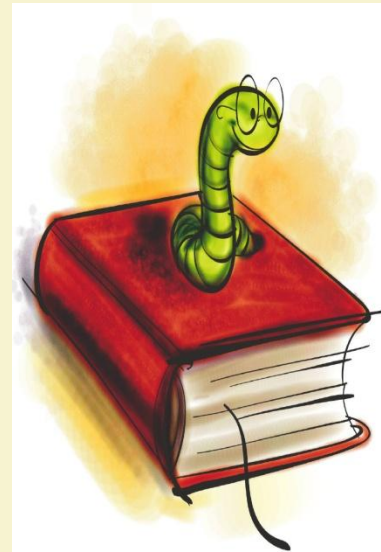
**GA ASSESSMENT
OF PERFORMANCE
ON SCHOOL
STANDARDS**



**IMPLEMENTATION
RESOURCE
FOR
SCHOOL
STANDARDS**



**GEORGIA
PERFORMANCE
STANDARDS**



WE WILL LEAD THE NATION IN IMPROVING STUDENT ACHIEVEMENT.

GEORGIA SCHOOL STANDARDS

EIGHT STRANDS OF QUALITY



Curriculum

Instruction

Assessment

Planning and Organization

Student, Family & Community Support

Professional Learning

Leadership

School Culture



Our Goal for Today: *Understanding Georgia's Student Achievement Pyramid of Intervention*



that includes both

PREVENTION & INTERVENTION STRATEGIES

To assist in improving the achievement of ALL students

WE WILL LEAD THE NATION IN IMPROVING STUDENT ACHIEVEMENT.

Do staff members within your school districts “behave” this statement?

“ALL KIDS CAN LEARN.”



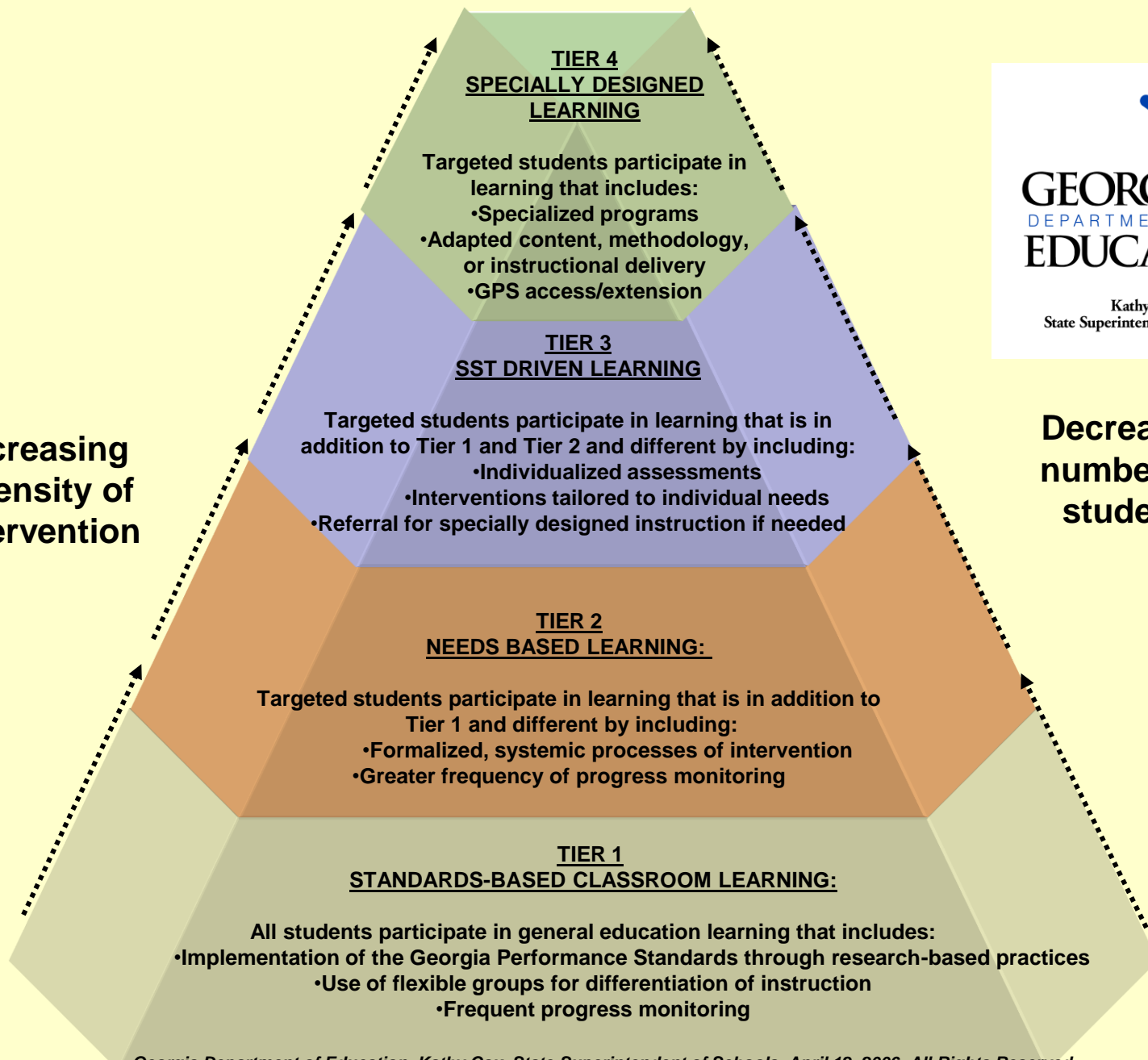
GEORGIA STUDENT ACHIEVEMENT PYRAMID OF INTERVENTION



Kathy Cox
State Superintendent of Schools

**Increasing
Intensity of
Intervention**

**Decreasing
numbers of
students**



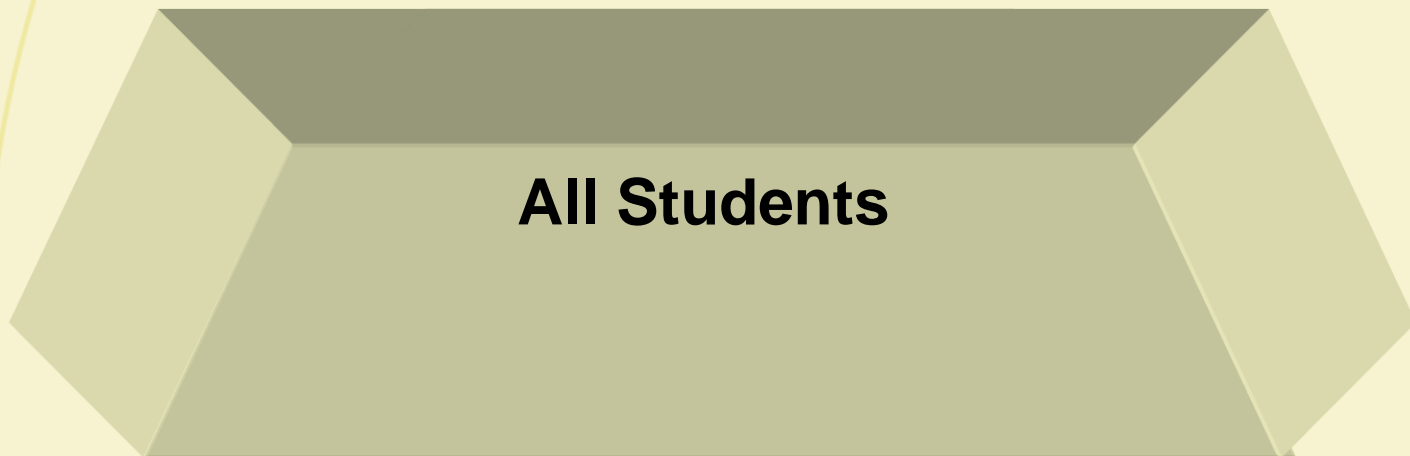
TIER 1

STANDARDS BASED CLASSROOM LEARNING:

All students participate in general education learning that includes:

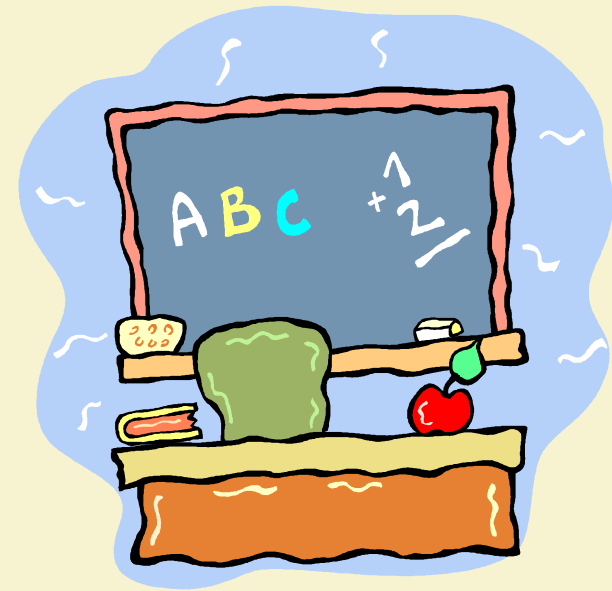
Implementation of the Georgia Performance Standards curriculum through research-based instructional practices

- **Use of flexible groups for differentiation of instruction**
 - **Frequent progress monitoring**



What is a standards-based classroom?

- Curriculum, Assessment and Instruction are aligned to the standards
- Clear expectations are set for all learners
- ALL students have access to the standards (differentiation, co-teaching, etc.)



Standards-based learning is a process, not an event.

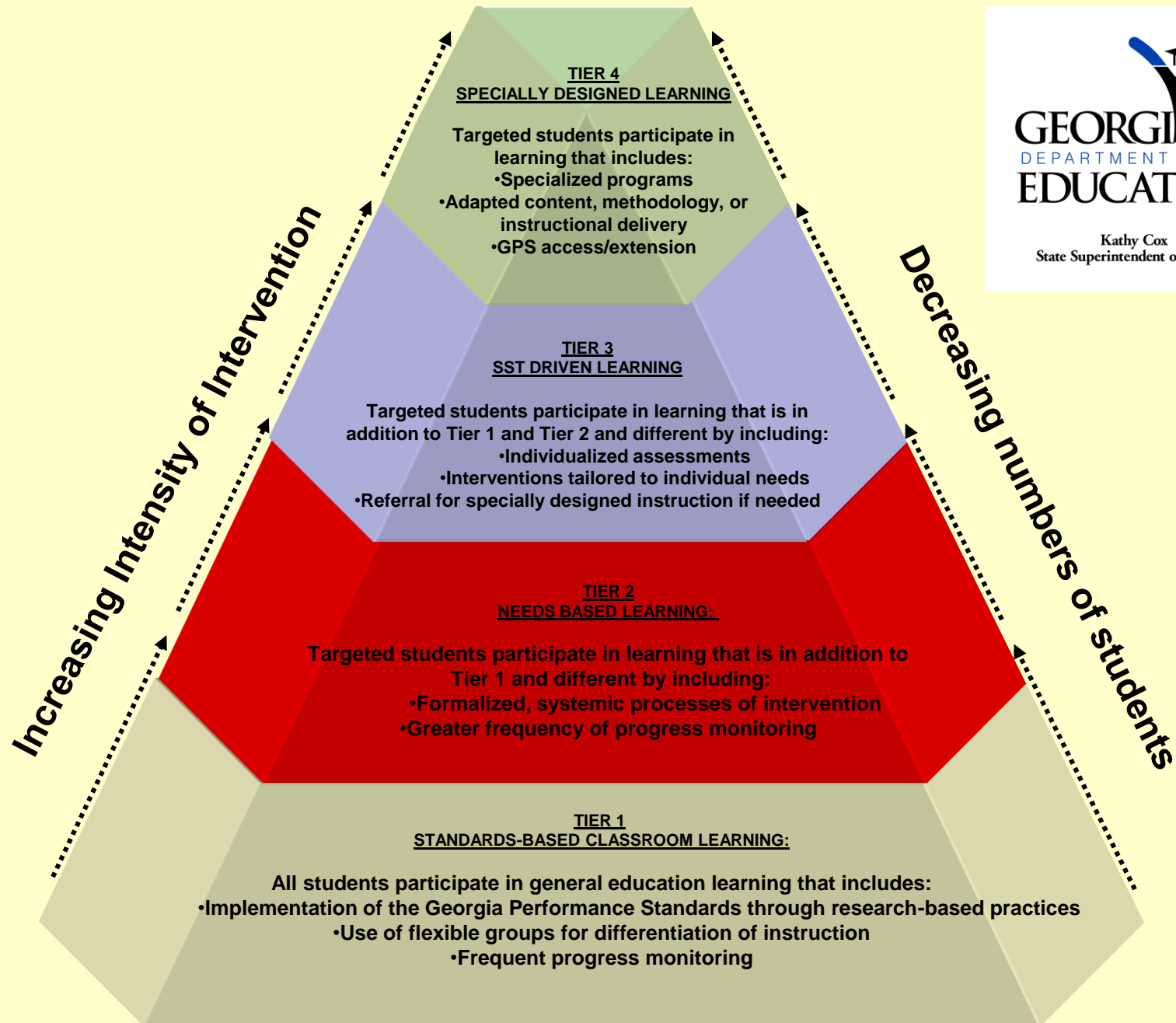
Standards-based Classrooms



- Performance-task Based (real world applications)
- Students produce artifacts and evidences of learning
- Frequent Progress Monitoring
- Students receive ongoing (formative) feedback that is directly related to standards

Standards-based learning is a process, not an event.

Georgia Student Achievement Pyramid Of Interventions



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State Superintendent of Schools

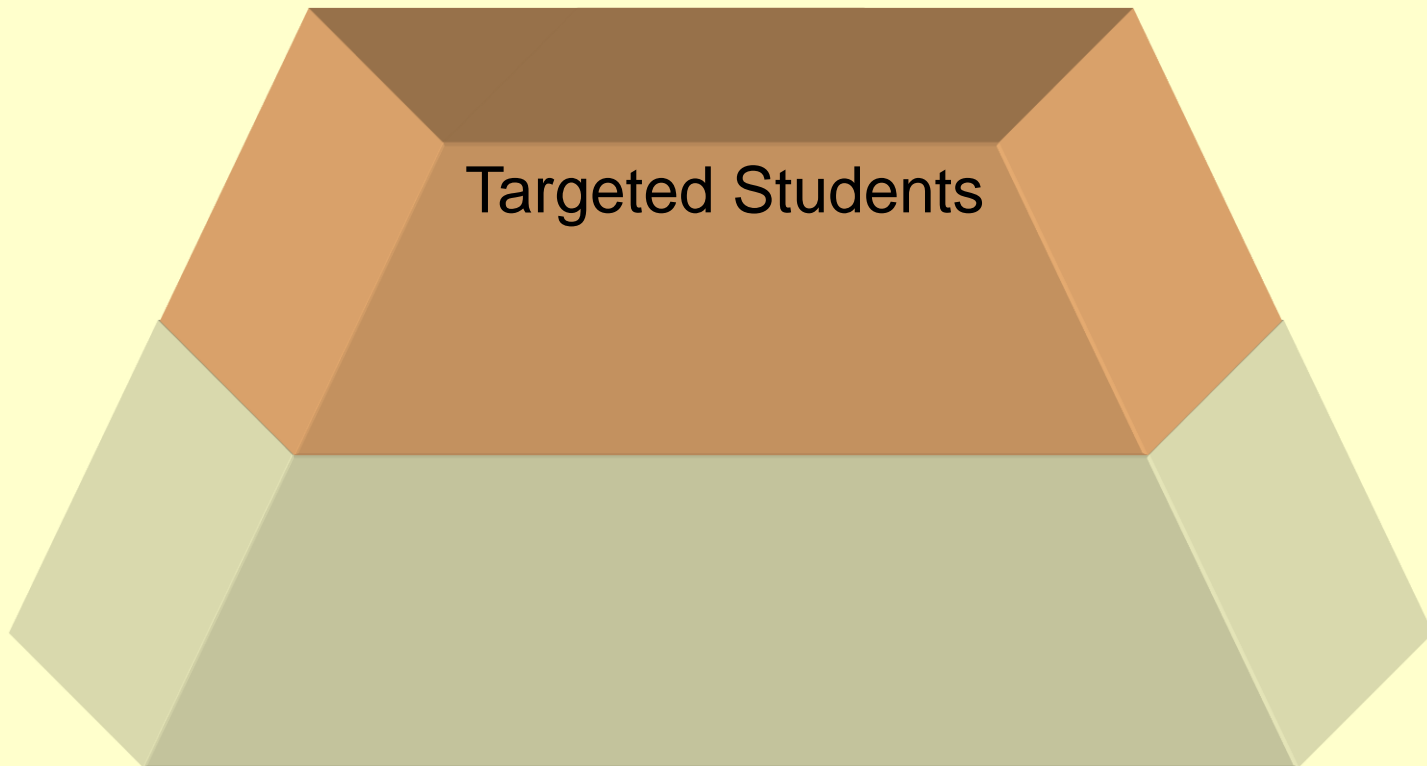
TIER 2

NEEDS BASED LEARNING:

Targeted students participate in learning that is in addition to Tier 1 and different by including:

Formalized, systematic processes of intervention

- **Greater frequency of progress monitoring**

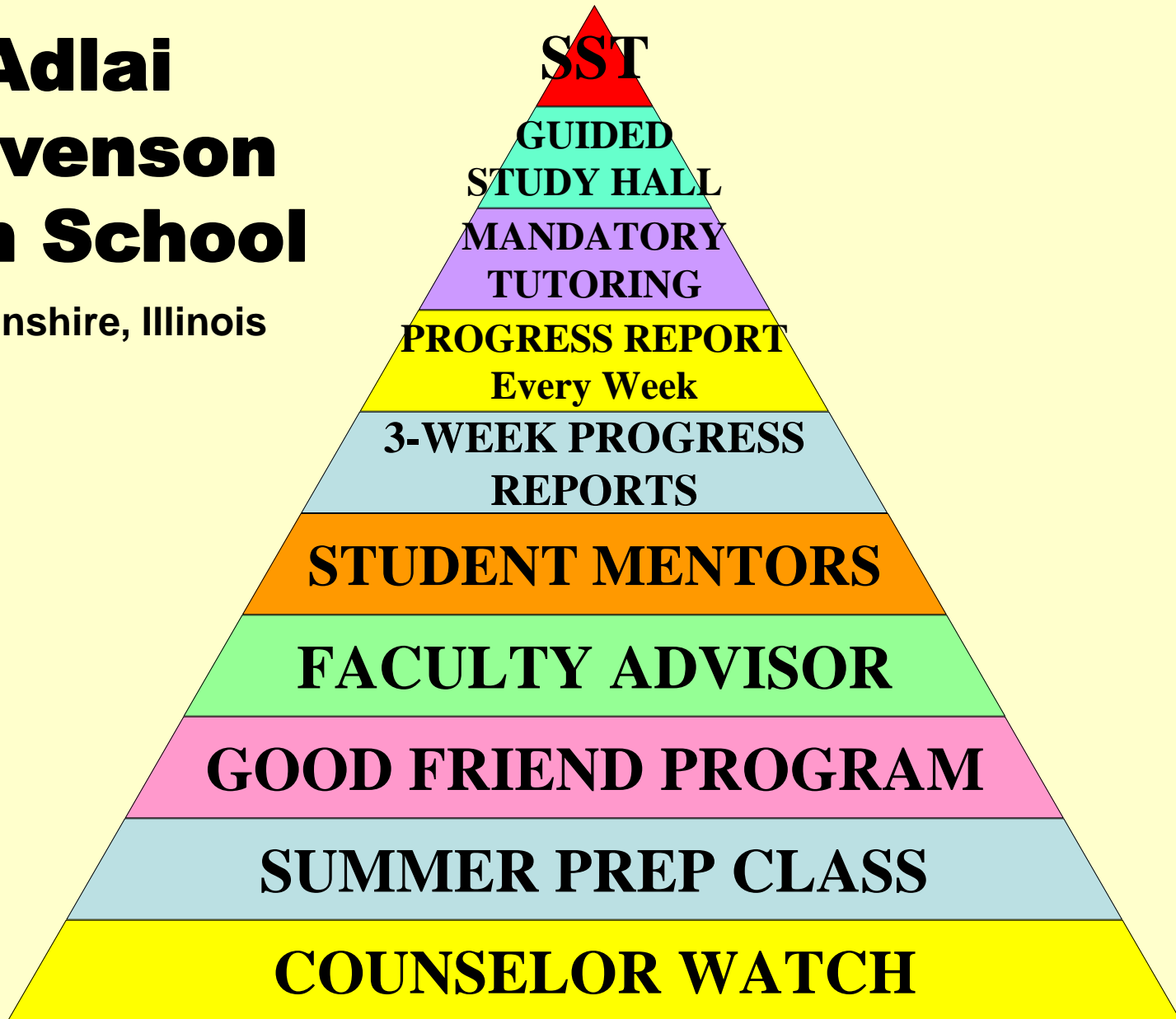


Tier 2

- **Formalized, systematic processes of intervention**
- **Interventions are in “addition to” regular classroom learning**
- **Interventions are strategic, diagnostic, and prescriptive in nature**
- **Participation in intervention is fluid and flexible; dynamic grouping and regrouping**

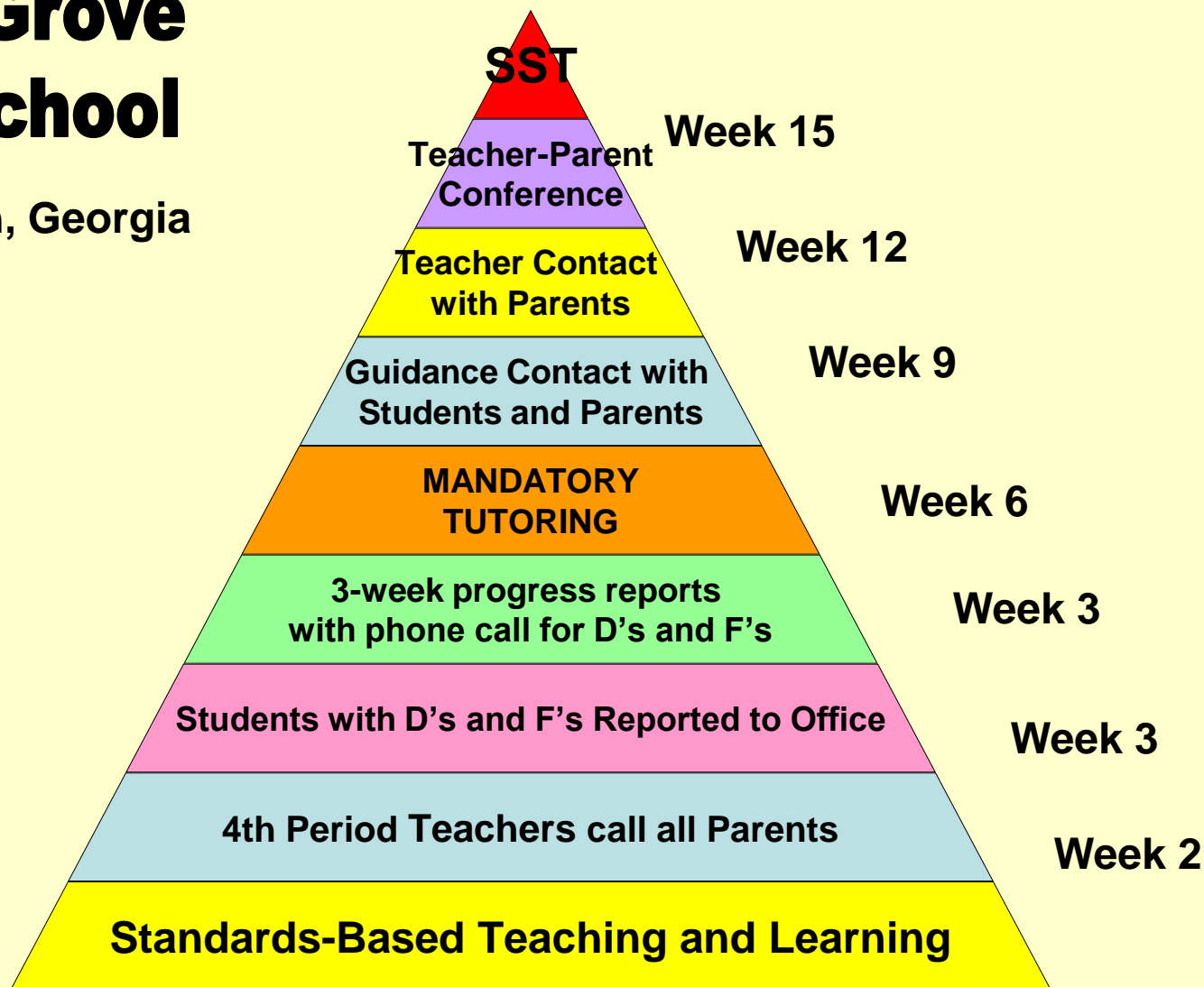
Adlai Stevenson High School

Lincolnshire, Illinois



Union Grove High School

McDonough, Georgia



Activity

Building a Pyramid of TIER 2
Academic Interventions

SST



The diagram is a pyramid with a yellow background and a green outline. It is divided into nine horizontal sections by green lines. The top section is the smallest, and the bottom section is the largest. The text 'SST' is written in red in the top section, and 'Standards-Based Teaching and Learning Practices' is written in red in the bottom section.

Standards-Based Teaching and Learning Practices

WHY CHANGE?

If not YOU...then who?

If not NOW...then when?

Less Talk...Make It Happen!



GRADUATION COUNTS

Readiness to Results in Grades 6-12



GEORGIA'S FUTURE COUNTS ON YOU!

LEARNING DESTINATION



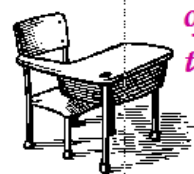
Facilitate the process of designing, building, monitoring and evaluating a Pyramid of Academic Interventions with school. Lead them (begin w/leadership):

- a) to discover their true beliefs**
- b) to the “Whatever It Takes” Philosophy**
- c) to identify the random acts of intervention**
- d) to evaluate the random acts of intervention**
- e) to identify current practices that get in the way**
- f) to identify struggling students ASAP**
- g) to design comprehensive academic interventions**

Examining Current Beliefs: “KNOW THYSELF” ACTIVITY

Mark an **X** through the Belief Quadrant that best represents the **PRACTICES** of most of the **OTHER** teachers at your school.

Tally faculty results.

<p>The Charles Darwin School</p> <p><i>“We believe all kids can learn ... based on their ability.”</i></p> 	<p>The Pontius Pilate School</p> <p><i>“We believe all kids can learn ... if they take advantage of their opportunity we give them to learn.”</i></p>
<p>The Chicago Cub Fan School</p> <p><i>“We believe all kids can learn ... some kids will help all students experience academic success in a warm and nurturing environment.”</i></p>	<p>The Henry Higgins School</p> <p><i>“We believe all kids can learn ... and we will work to help all students achieve high standards of learning.”</i></p>

Good to Great Lesson # 7

“Confront the Brutal Facts.”

“Get ready to turn over rocks and look at all the squiggly things underneath.”

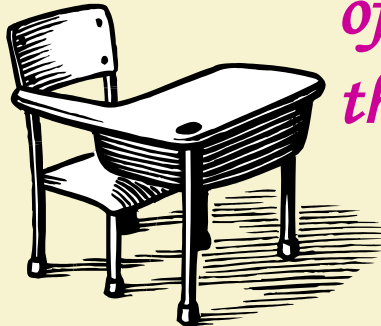
**The Truth may not be pretty or pleasant;
but it will, eventually, set you free from
the failures of the past.**

Jim Collins



The Charles Darwin School

*“We believe all kids can learn
... based on their ability.”*



The Pontius Pilate School

*“We believe all kids can learn
... if they take advantage
of their opportunity we give
them to learn.”*

The Chicago Cub Fan School

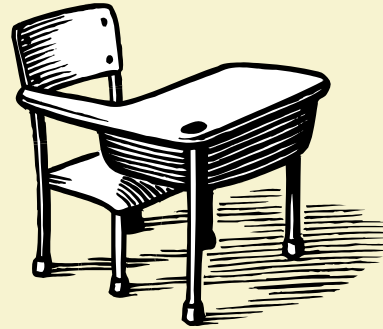
*“We believe all kids can learn
... something, and we will
help all students experience
academic growth in a warm
and nurturing environment.”*

The Henry Higgins School

*“We believe all kids can learn
... and we will work to
help all students achieve
high standards of learning.”*

The Charles Darwin School

*"We believe all kids can learn
... based on their ability."*



Is your current practice in sync with your posted mission?

Isn't perfection really impossible?

What can be gained from attempting the impossible?

Would you want your son or daughter to attend this school?

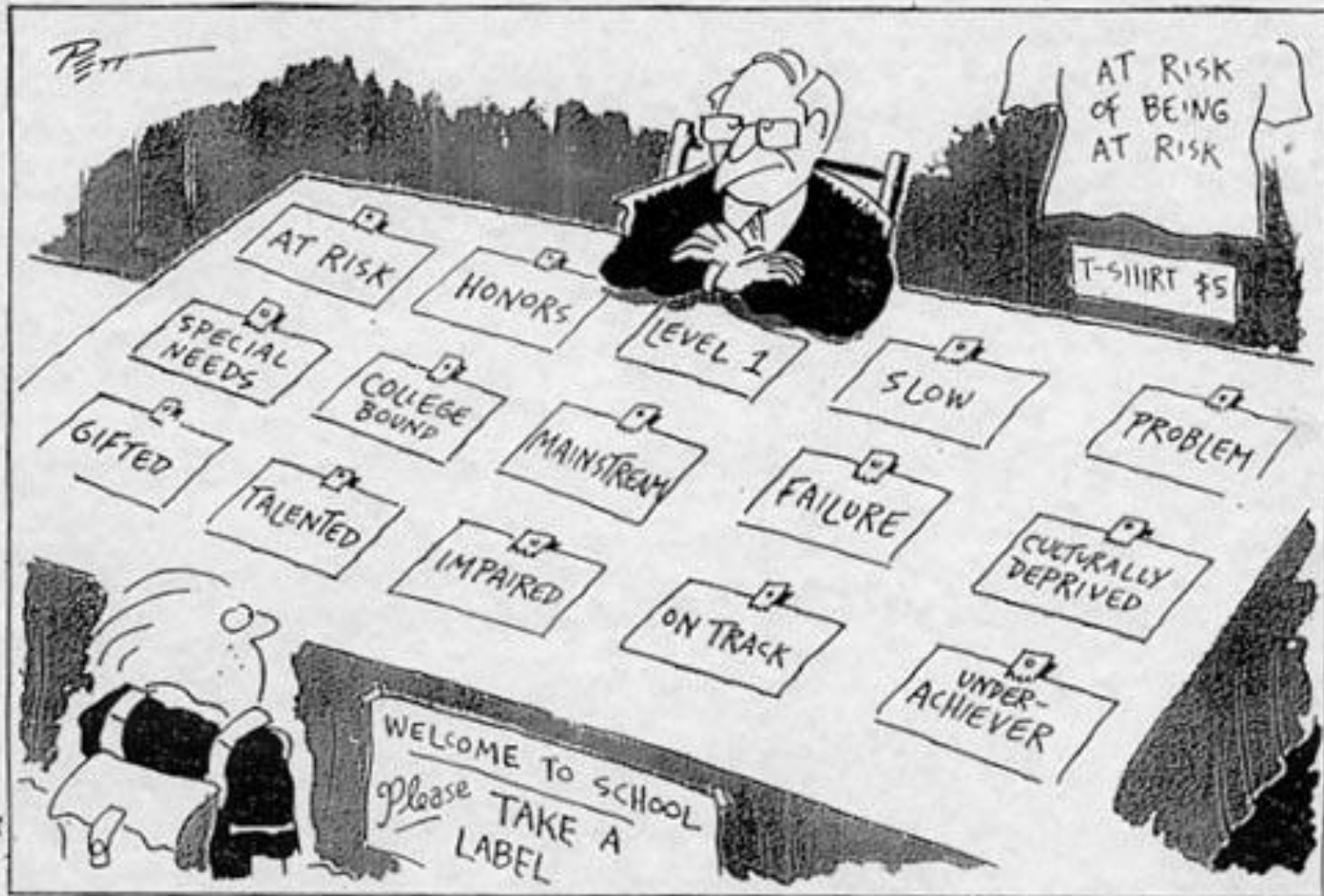
How much impact does school have on a student?

Why did you go into teaching?

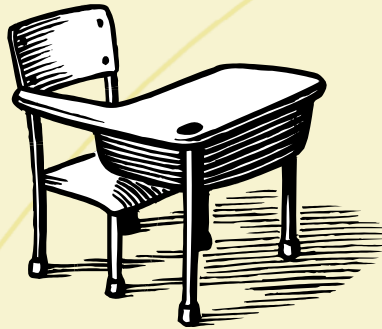
“How We Fix These Broken Kids”

Pett Peeves

by Joel Pett



The Pontius Pilate School



*"We believe all kids can learn
... if they take advantage
of their opportunity we give
them to learn."*

Is your current practice in sync with your posted mission?

Think back to your elementary, middle and high school days.

How responsible were you at age 8, age 12, or age 16?

Did you take advantage of everything that school offered?

Were you always highly motivated to learn?

Do teachers have a responsibility to motivate and engage?

At your school, do young people come to watch old people work?

How do you involve students in their own learning?

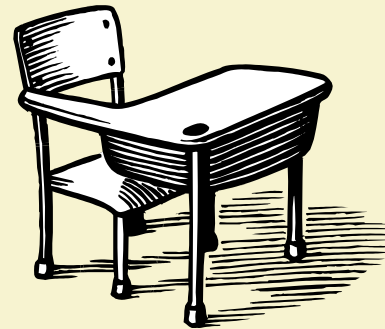
How do you ensure rigor in your classroom?

How do you measure growth for individual students?

Is your feedback to students directly related to their performance on the standards, in addition to advice on how they can improve?

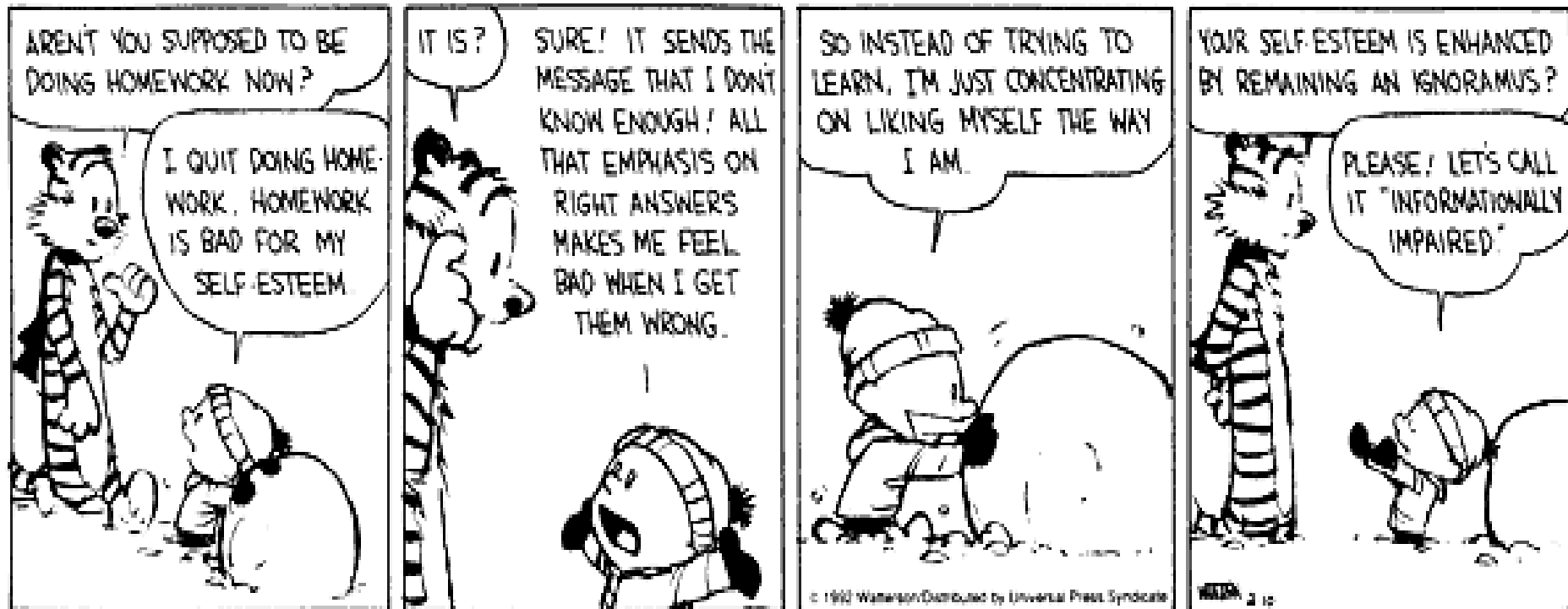
The Chicago Cub Fan School

“We believe all kids can learn . . . something, and we will help all students experience academic growth in a warm and nurturing environment.”



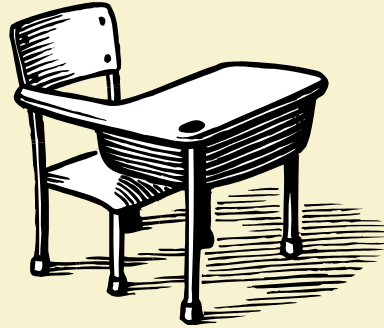


calvin and hobbes .com



Bill Watterson

Would you consider signing a multi-year contract?



The Henry Higgins School

*“We believe all kids can learn
... and we will work to
help all students achieve
high standards of learning.”*

WE WILL LEAD THE NATION IN IMPROVING STUDENT ACHIEVEMENT.

RANDOM ACTS ACTIVITY

Divide the faculty up into small groups of (5-9)

Have them chart their “Random Acts.”

Compile a master list.

- Progress reports more often than required
- After school or before school tutoring with teacher
- Peer tutoring
- Additional help from the teacher during class
- Opportunities to retest or re-do work
- A-B-C-NY system of grading
- Parent Contact
- Guidance Referral
- SST Referral



RANDOM ACTS ACTIVITY

In groups of 7-10, chart all of the intervention activities that are currently being used by the school or teachers.

This image shows a blank sheet of white paper with horizontal blue ruling lines. A single vertical red margin line runs down the left side of the page. The paper appears to be part of a notebook or binder, as evidenced by the dark binding visible along the right edge. There are no markings, text, or drawings on the page.

How Well Are the Random Acts Working?

RANDOM ACT OF INTERVENTION	SCALE				
Progress reports more frequently	1	2	3	4	5
Peer tutoring	1	2	3	4	5
Additional help from the teacher in class	1	2	3	4	5
Opportunities to retest or re-do work	1	2	3	4	5
Parent Contact	1	2	3	4	5
Guidance Referral	1	2	3	4	5
Academic “Double Dosing”	1	2	3	4	5
SST Referral	1	2	3	4	5

1 = Never

2 = Seldom

3 = Sometimes

4 = Often

5 = Always

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REFLECTING ON CURRENT PRACTICES

Which current practices are getting in the way?



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REFLECTING ON CURRENT PRACTICES

Which current practices are getting in the way?


- Do we believe in dynamic or static assessment?
- Is the ZERO a cop out for students or teachers?
- Is TIME our constant or is LEARNING our constant?
- Do we focus on QUALITY or QUANTITY with homework?
- Have we taken the PERFORMANCE out of the GPS?
- Are we heavy into Formative or Summative Assessment?
- Do we compare students to each other?
- Is it a teacher's job to motivate?
- Are we still in "Private Practice"?



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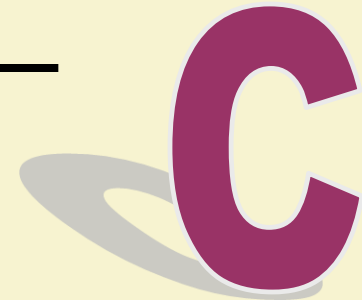
THE TERRIBLE POWER OF A ZERO

$$\begin{array}{r} 93 \\ 97 \\ 90 \\ 88 \\ 82 \\ \hline 450 \end{array}$$


$$\begin{array}{r} 90 \\ 5 \overline{) 450} \end{array}$$

$$\begin{array}{r} 93 \\ 97 \\ \mathbf{0} \\ 88 \\ 82 \\ \hline \mathbf{360} \end{array}$$

$$\begin{array}{r} 72 \\ 5 \overline{) 360} \end{array}$$



WE WILL LEAD THE NATION IN IMPROVING STUDENT ACHIEVEMENT.

EARLY IDENTIFICATION OF STRUGGLING STUDENTS

HOW CAN WE IDENTIFY STRUGGLING STUDENTS?



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EARLY IDENTIFICATION OF STRUGGLING STUDENTS



- Review of Previous State Test Scores
- Review of Previous Grades
- Review of Specific Plans
- Review of Previous Student Work
- Dialogue with Teachers
- Dialogue with Administrators
- Dialogue with Counselors/Advisors
- Dialogue with Parents
- Review of Diagnostic Testing

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KEYS TO THE PYRAMID

It is only as good as Tier One.

The progression should be logical.

The interventions should be well defined.

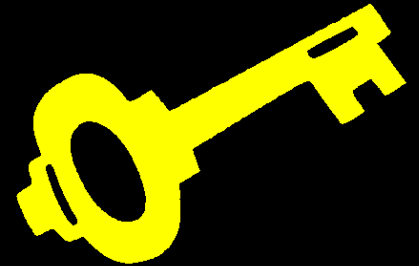
The interventions should be well communicated.

Interventions should not be “person dependent”.

The interventions should be “fundable”.

Pressure and encouragement are required!

Start small and grow!



FOUNDATIONAL NUTS AND BOLTS

School Leadership Teams

Smaller Team Meetings (Grade, Departments)

Referral Procedures (forms, etc.)

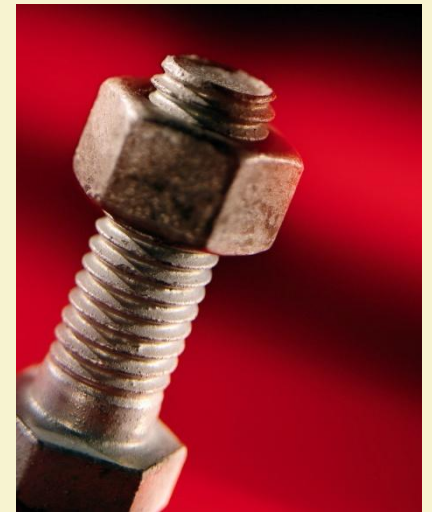
Parent Communication

Parent-Teacher-Student Conferences

In-House Communication

Entering and Exiting the Pyramid

Consistent monitoring and evaluation



Georgia Department of Education Division of School Improvement

Newly Revised

Georgia School Standards (GSS)

The Georgia School Standards (formerly GSSP) are what schools need to know, understand and be able to do while implementing a continuous school improvement process. The Georgia School Standards (GSS) have recently undergone a validation study. As a result, the GSS have been revised. There are two versions available. The Georgia School Standards including the Linguistic Rubric and a Condensed version that contains the standards and the elements. Additionally, the GSS can be utilized as the standards for school level SACS/CASI Accreditation.

[Link to the GSS](#) and the [Condensed GSS](#)

2006 - 2007

Tools and Resources

The goal of the School Improvement Division is to design and implement a coherent and sustained statewide system of support and process for improvement, providing local education agencies and schools in Georgia with tools and resources as well as intensive support for schools not making Adequate Yearly Progress (AYP).

Newly Revised

System Fieldbook

The 2006-2007 System Improvement Fieldbook includes the Comprehensive Plan for ALL Systems. Systems identified a Needs Improvement will receive additional supporting information from the Division of School Improvement regarding NCLB requirements.

[Link to System Fieldbook.](#)

Implementation Resource (IR)

The Implementation Resource (IR) was developed as a companion tool to the GSS. The IR is intended to assist schools in their efforts to meet the standards by providing example performance actions, evidences, artifacts and sources. The IR is continuously evolving and being enhanced with research-based practices and resources.

[Link to the Implementation Resources.](#)

GeorgiaStandards.Org

One Stop Shop for Educators

GeorgiaStandards.Org is a new instructional and professional Web-based resource that offers Georgia educators exceptional content and tools to support and enhance teaching and learning with the Georgia Performance Standards. All resources are designed to complement the high expectations and goals of the GPS.

[Link to GeorgiaStandards.Org.](#)

Newly Revised

School Fieldbook

The 2006-2007 School Improvement Fieldbook is aligned with the System Fieldbook. This document is a great resource for schools to analyze data in their development of School Improvement Plans.

[Link to School Fieldbook.](#)

Georgia Assessment of Performance on School Standards (GAPSS)

The Georgia Assessment of Performance on School Standards (GAPSS) helps schools assess progress toward implementation of the Georgia School Standards. The GAPSS Analysis process may be utilized for the purpose of school level SACS/CASI Accreditation.

[Link to GAPSS Analysis.](#)

[Visit our School Improvement website](#) under [Key Resources](#) to access the 2006-2007 Tools and Resources brochure and related hyperlinks.

Coming July 2006 Revised

Data Utilization Guide

The 2006-2007 Data Utilization Guide will contain the following:

- a new section on creating formative and effective classroom assessments
- a revised 'Data Driven Decision Making' section
- the most recent Interpretive Guides/Information on tests assessing the GPS revised/enhanced Student Level Data Analysis section

[Link to Data Utilization Guide.](#)

Thank You

Contact Information:

Karen Faircloth

Division of School Improvement

Georgia Department of Education

kfairclo@doe.k12.ga.us

404-463-1710